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ABSTRACT

This guide contains material that has been piloted in Tennessee ESOL (English for Speakers of Other Languages) Regional Training Sessions over 2 years. It contains resources for teachers, student learning plans, student portfolio check sheets, information to help new teachers, and Internet sites where training videos and curriculum resources can be found. The 4-day training model is targeted toward the beginning ESOL teacher of adults, but it can also be useful for adult education supervisors who are interested in training methods for new ESOL teachers and experienced teachers. It was developed to provide ESOL adult education teachers with the knowledge, skills, and attitudes necessary to enable them to utilize, develop, and implement successful ESOL programs. The 4 days focus on the following: (1) what makes a good teacher; how to connect with students and help them connect with each other; and what experienced ESOL teachers say about their classroom experiences; (2) "Teaching ESOL: A Quick Reference"; (3) working with the publication, "Tennessee Adult ESOL Curriculum Resource Book"; and (4) questions to ask oneself; reading and the adult ESOL student; instructor competencies and performance indicators; and best practices in an ESOL classroom. (Adjunct ERIC Clearinghouse for ESL Literacy Education.) (SM)

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ED 482 746

Tennessee Teacher Training Program

Professional Development Manual for ESOL Teachers

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Tennessee Teacher Training Program

Professional Development Manual for ESOL Teachers

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Introduction

This *Tennessee Teacher Training Program: Professional Development Manual for ESOL Teachers* guide contains material that has been piloted in Tennessee ESOL Regional Training Sessions over the past 2 years. It contains resources for teachers, student learning plans, student portfolio check sheets, information that will be helpful for new teachers, and Internet sites where training videos and curriculum resources can be found.

The 4-day-training model is targeted toward the beginning ESOL teacher of adults, but it can also be useful for adult education supervisors who are interested in training methods for new ESOL teachers and experienced teachers. It was developed to provide ESOL adult education practitioners with the knowledge, skills, and attitudes necessary to enable them to utilize, develop, and implement successful ESOL programs.

Before we begin...

Before we begin with Day One, we will discuss some acronyms that are used in our field.

ACRONYM	NAME	EXPLANATION
AE	Adult education	This term is used to identify all adult education classes.
EFL	English as a foreign language	English as a foreign language educators work all over the world in countries where English is spoken only as a foreign language.
ELL	English language learners	English language learners is a relatively new term and is used in place of ESOL and/or ESL.
ESL	English as a second language	English as a second language is the term used by the federal government and is also used for most K–12 ESL programs.
ESOL	English for speakers of other languages	English for speakers of other languages assumes that many of our students speak several languages.
ESP	English for specific purposes	An example of this would be English language instruction for students who plan to enter the medical profession.
ESPs	ESOL support practitioners	ESOL support practitioners are a group of exemplary ESOL practitioners in Tennessee who support ESOL teachers and ESOL programs in the state. These ESOL support practitioners' classrooms are open for visits by other teachers. They present training sessions throughout the state and act as mentors to other ESOL teachers.
GED	General Educational Development test	This test measures academic skills and knowledge typically developed in a 4-year program of high school education.
LEP	Limited English proficient	This acronym is used to identify a K–12 ESL student.
TESOL	Teachers of English to Speakers of Other Languages	Teaching English to speakers of other languages refers to both the field itself and the professional association. This international education association has more than 14,000 members. TESOL's mission is to advance the standards for professional preparation and continuing education. TESOL holds an annual convention that attracts 7,000–10,000 participants each year and publishes several magazines and a scholarly journal.

Day One

What makes a good teacher?

We will begin by thinking about teachers and what makes a good teacher. We all know good teachers when we watch them teach, but what sets them apart from others? Is it possible that good teachers in all settings and at all levels have more in common with each other than any of them have in common with their colleagues?

Let's try to discover the answer to these questions with this short exercise.

- Sit back in your chair.
- Close your eyes.
- Try to bring to mind the three best teachers you've ever had.
- Think about these three teachers. What were they like? How did they look? How did they talk? How did they act? What were their classrooms or offices like? How did they make you feel as a student?

ACTIVITY

When you are satisfied that you have a good picture in your mind, think about these teachers. What one thing did they have in common?

Write a paragraph or two describing these teachers. If you are working in a group situation, discuss the paragraphs you have written with those in your group. If you are working through this as an individual, discuss the paragraphs you have written with your friends, family, supervisor, and/or co-workers. (This work is to be done after classes at a training session or by the ESOL teacher at home.) Continue writing about what you have learned from these teachers. Write what you think makes a good teacher.

"Good teaching isn't about technique. I've asked students around the country to describe to me their good teachers. Some of them describe people who lecture all the time, some of them describe people who do little other than facilitate group process, and others describe everything in between. But all of them describe people who have some sort of connective capacity, who connect themselves to their students, their students to each other, and everyone to the subject being studied."

How do we make connections with our students and help them make connections with each other?

■ **Never assume that your students understand what you are saying. They will nod their heads and smile at you and have no understanding of what you are talking about…Listen carefully to your students' needs, enjoy what you are doing, laugh a lot.**

We are not K–12 teachers who are teaching so that our students may progress to the next level or be able to go on to a university; we are ESOL

practitioners who are concerned about our student's immediate needs. We know that they must learn to communicate with their children's teachers, to call 911 in an emergency, to select food at the supermarket, and to survive in a new environment that, in most cases, is very different from the one in which they lived as children. They need to know how to apply for a job and how to survive in the workplace. We must listen to their needs and teach them what they need to know.

There are 3 things a teacher can do to facilitate connections:

1. Have students work in groups. They need real social interaction if they are to develop feelings of respect and friendship for one another.
2. Ask the students to work with a mentor, a student whose English is more advanced.
3. Organize the class by themes. Examples of themes include
   - Personal information
   - Health
   - Family

ACTIVITY

Choose a theme and create a Student Learning Plan (SLP; lesson plan) that can be used in an ESOL classroom. Incorporate each of the four ESOL skills, **listening, speaking, reading,** and **writing,** in each lesson. When writing your SLP, use the format found on page 43 of the *Tennessee Adult ESOL Curriculum Resource Book*. You can also look at the SLPs on pages 43 through 318 of the curriculum book for assistance in writing your plan.

Experienced ESOL teachers talk about their classroom experiences

For this exercise, you will take a pretest and watch a 26-minute video titled *ESOL Teacher Training*, which was produced by the University of Tennessee Video Services for the Center for Literacy Studies at UT, and then review your pretest answers that can be found in Appendix A.

DAY 1: EXERCISE

Pretest for the video, *ESOL Teacher Training*

1. Explain what is meant by "Diversity permeates every classroom."

   _____

2. Who or what helps the ESOL students make their connection to the rest of the world?

   _____

3. What can an ESOL teacher do to make the students feel comfortable in his or her classroom?

   _____

4. When a teacher of GED students has an ESOL student in her/his class, the most important emphasis should be on_____?

5. Does an ESOL teacher need to know a language other than English? ☐ YES ☐ NO
   Why or why not?

   _____

6. What are the four skills that need to be covered in each ESOL lesson?

   _____

7. Why do most ESOL students say, "Yes," and nod their heads in response to a teacher's question of "Do you understand?"

   _____

8. What do you as a teacher do when new students appear at your classroom door when you are in the middle of teaching a lesson?

   _____

9. What is a Center for Literacy project that assists teachers in planning their curriculum?

   _____

(Answers for this pretest can be found in Appendix A at the end of this manual.)

Watch the video, *ESOL Teacher Training*. After watching the video, look at the answers you gave for the pretest and decide if you want to change any of them.

END OF DAY ONE

Day Two

Teaching ESOL: A Quick Reference

You will find a wealth of information from "How to Organize a Classroom" to "Basic Teaching Approaches" in this 22-page manual written by an experienced ESOL teacher.

ACTIVITY

Read *Teaching ESOL: A Quick Reference*.

After reading the *Teaching ESOL* booklet, write how you would create an ESOL classroom with emphasis on the following areas: (Use the information from *Teaching ESOL: A Quick Reference* and add your own ideas or ideas of other teachers to this.)

- Recruitment
- Assessment
- Curriculum development
- Retention
- Classroom organization
- Best practices

This review should consist of several pages and have a mission statement and comments about positive learning environments, appropriate curriculum, and the need to recognize and appreciate cultural diversity.

Present this program to another ESOL teacher and discuss why you believe the program you have developed could be implemented.

END OF DAY TWO

Day Three

Working with the publication, *Tennessee Adult ESOL Curriculum Resource Book*

On page 1 of the *Tennessee Adult ESOL Curriculum Resource Book*, you will find the authors' beliefs and ideas about what helps to create a successful ESOL class. After reading these, read again the ESOL program you developed during Day Two and see if you have included this information. If you have not, insert it into your program, if possible.

- "Good ESOL teachers must be able to reach across cultures and connect with the individual ESOL students and be sensitive to their lives.
- Good ESOL teachers perceive English as a "skill" that students must have to function in our society.
- ESOL classes should be adapted to the students' needs, and curriculum should be used as a resource for the ESOL teacher and not rigidly followed.
- Diversity permeates the ESOL classroom in every aspect of the ESOL environment. Imagine a classroom that has a refugee with no education in the same class with a clinical psychologist who speaks five languages but no English. Imagine a class that includes a 19-year-old migrant worker in search of independence and a 77-year-old woman whose culture requires that she not speak when her husband is present.
- The best ESOL classroom includes respect, laughter, warmth; is a safe haven for our ESOL students; and above all, gives them hope."

ACTIVITY

Read page 3 in the *Tennessee Adult ESOL Curriculum Resource Book* and be able to state how the NRS (National Reporting System) identifies the 6 ESOL levels.

Read the shaded section at the top of page 5 and answer the following questions:

1. What assessment instruments can be used to measure a student's progress through the 6 ESOL levels.
2. What is the purpose of the *Tennessee Adult ESOL Curriculum Resource Book*?
3. Should students progress through this curriculum sequentially?

(continued)

Read the Table of Contents.

1. On what pages will you find the Checklists of Competencies?
2. How could you use these checklists?
3. On what page will you find the "Certificate of Achievement"?
4. How might you use this certificate?

(Answers to these questions can be found in Appendix A at the end of this manual.)

Choose one of the NRS levels. Write a curriculum plan for that level. Include the competencies that you think are important and the materials that can be used for that level. You may use the curriculum book and, if you wish, add your own ideas. The Student Learning Plans are available on pages 43 through 318. Materials and resources are on page 323-327. Choose the plans and materials that you would like included in your curriculum plan.

When you have your own class, teach one of the SLPs and write a short paragraph describing how the plan worked in your classroom setting.

END OF DAY THREE

Day Four

This day will begin with a pretest that can be used as points for discussion if this training is done for a group of teachers. If an individual is working through this material, she/he should take the test, check the answers, and then read the material that follows:

- Questions to Ask Myself...
- Reading and the Adult ESOL Student
- Instructor Competencies and Performance Indicators for the Improvement of Adult Education Programs
- Best Practices in an ESOL Classroom

Following the pretest, the group can work through the material that follows the pretest. A jigsaw activity works well as an activity to examine the information on these pages.

Jigsaw Activity
In a jigsaw activity, divide the group into smaller groups and assign some of the pages to each group. As a group, the participants will read their assigned pages and then appoint one person to report to the entire group about what has been read and discussed.

If these training activities are done by an individual, all of the pages should be read by that person and then a synopsis written about this material.

ACTIVITY

ESOL General Knowledge Pretest

1. When should a teacher give a pretest to her ESOL students?
   - ☐ The first or second day of class
   - ☐ After the student has become comfortable in class

2. An ESOL teacher should ask the student to read silently before asking them to read orally. ☐ yes ☐ no

3. From the Intermediate Level through the Advanced Level, the students in an ESOL class should talk more than the teacher.
   ☐ yes ☐ no

4. All good ESOL teachers must be able to speak Spanish.
   ☐ yes ☐ no

5. Beginning-level students should spend most of their time in class speaking English. ☐ yes ☐ no

(continued)

6. Is it helpful to have a textbook series that has books for each of the 6 NRS levels? ☐ yes ☐ no

7. If you give the Short Form of the Oral BEST, what test should you give for the posttest?

_____

Read the following pages individually or in a jigsaw activity.

- Questions to Ask Myself if...
- Reading and the Adult ESOL Student
- Instructor Competencies and Performance Indicators for the Improvement of Adult Education Programs
- Best Practices in an ESOL Classroom

Questions to Ask Myself If...

Students do not stay in my class.

1. Do my students feel welcome in my class?
2. Do my students feel safe in my class?
3. Do my students have fun in my class?
4. Do I have fun teaching my students?
5. Do I speak so they can understand me?
6. Do I take time with new vocabulary and not expect my students to understand immediately?
7. Do I tell them good-bye at the end of each class and say, "I'll see you on Tuesday."? (Or whenever my next class is held.)
8. Do I encourage my students to do most of the "talking" in class?
9. Do I encourage my students to work in groups?

My students move very quickly through the NRS levels.

1. Do I use the Short Form of the Oral BEST only for student placement?
2. When I give the BEST, do I follow the directions exactly?
3. If I like a student, do I "help" him/her with the answers?
4. Do I understand that the BEST is a test and not a teaching situation?
5. Do I give the BEST on the first or second day of class, or do I wait several days?

6. Do I always use the Long Form of the BEST for a posttest if I pretested with the Short Form or the Long Form?
7. Do I know that there are two forms of the BEST Long Form?

My students don't seem to be learning as quickly as I think they should.

1. Do I use the 4 ESOL skills (reading, writing, listening, and speaking) during each class?
2. Am I giving my students enough time to "listen" to the language?
3. Am I meeting their needs?
4. Do I understand that it takes 5-6 years to become fluent in English if my student is literate in his/her own language?

Reading and the Adult ESOL Student

ESOL students who are fluent readers in their native language will approach reading differently from the way native speakers approach it.

The following activities can help learners develop reading proficiency:

1. ESOL students need to be exposed to texts that they are likely to encounter in everyday life, such as newspapers and magazines, work memos, schedules, and medical instructions.

2. Learners who are literate in their own language may find phonics instruction unproductive unless differences between their native language and English are pointed out. Spanish speakers, for example, need to know that the letter "a" can express more than one sound in English.

3. Vocabulary development also plays an important role. Teachers can introduce key vocabulary in prereading activities that focus on language awareness, such as finding synonyms, antonyms, or associated words. Cloze exercises are also helpful.

4. Such strategies as skimming for the main idea, scanning for specific information, predicting what a text is about or what will happen next, and making use of the context and illustrations to discover word

meanings are critical for English language learners beyond the beginning level.

5. Texts that present an issue without presenting a solution, such as "Dear Abby" letters (without the replies), can lead to discussion and writing about differing points of view.

6. It is not always easy to find texts that are both understandable and interesting for adult English language learners to read; but authentic reading material can often be found by the learners themselves, who have written pieces to share with each other.

7. In class, learners can engage in Sustained Silent Reading (SSR) of materials they have chosen themselves.

(The above selections are taken from "Reading and the Adult English Language Learner" by Carol VanDuzer.)

Instructor Competencies and Performance Indicators

for the Improvement of Adult Education Programs

Sponsored by: U.S. Department of Education

This paper contains excerpts from the above-titled document.

This document provides instructors, administrators, and professional development coordinators with a practical set of competencies and performance indicators that can be utilized for improving the quality and effectiveness of adult education programs.

The competencies are organized into six categories.

- Maintains Knowledge and Pursues Professional Development
- Organizes and Delivers Instruction
- Manages Instructional Resources
- Continually Assesses and Monitors Learning
- Manages Program Responsibilities and Enhances Program Organization
- Provides Learner Guidance and Referral

One of the Indicators of Competency is Delivers Instruction. Some of the samples from this section of the paper are as follows:

1. Even though the instructor has to teach his ESOL class in a room used by the secondary program during the day, he rearranges the furniture from "row" into a semicircle so the adult learners can see one another as they speak and so desks can easily be turned to form small groups, when needed.
2. The instructor makes sure that every 2-hour class includes a small-group activity as well as a "presentation" and some individual work so learners with different learning preferences can each find a part of each session that best accommodates their learning preferences.
3. Once learners indicate they understand a particular concept, the instructor asks them to provide examples of how the concept relates to their own lives.
4. In an ESOL class, the instructor sometimes groups by gender, as well as heterogeneously, to accommodate those cultures where women are uncomfortable in disagreeing with men. At the same time, when using mixed groups, she is careful to explain how, in this country, men's and women's ideas are expected to be valued equally.
5. Telling amusing anecdotes about her own mistakes with language allows the instructor to introduce humor and make the learners more willing to discuss their own language "faux pas."
6. During an ESOL student-needs assessment, several learners indicated they prefer independent study to working in groups. The ESOL instructor is careful to set up group work that has an independent-study component. For example, each learner is asked to read information independently and then to share the findings with other learners who have done likewise with different information. Thus learners see how independent learning fits into group activities in society or in the workplace.
7. Beginning ESOL students who were learning appropriate English for the supermarket set up a "store" in class whereby they purchased products (empty containers) brought in by the learners themselves. Learners role played the cashier, courtesy clerk, and customer.
8. Learners identify transportation problems in attending classes at night. Together, they brainstorm each step in the problem-solving process and come up with alternatives for decision making. The instructor asks learners how this process might help solve other problems they encounter.
9. The instructor asks learners to brainstorm communication problems they have actually faced. One or two problems are selected by the group to analyze and solve.
10. The instructor is keenly aware of learner nonverbal communication, especially in ESOL classes, classes where learners are reticent about

speaking out. For example, if she sees frowns or squirming or confused glances between learners, she stops instruction until she determines where students are having difficulty—whether with the language itself or with uncomfortable cultural contents.

11. The instructor is careful to include reading about cultures that are represented in her advanced ESOL class and to allow learners to discuss how the content agrees with or is different from life in this country. How to adapt to life in a new culture is always enthusiastically discussed and affords an excellent opportunity to practice conversational English.
12. In her Intermediate ESOL class, the instructor asks questions that require analysis and synthesis of material taught. The response from learners helps her know where more thinking-skills practice is needed.
13. Many ESOL learners were upset that tenants were being evicted to make way for a new freeway extension. The instructor abandoned her formal lesson plan on subject-verb agreement and used the eviction problem as conversational practice. She wrote down examples of subject-verb agreement problems for use at a later time.
14. The instructor frequently videotapes news items about countries from which her ESOL learners come. She designs questioning strategies that require English comprehension and structured responses. The conversations are tape recorded and played back for learners to practice refining their responses.

Adult education has lacked a national standard for clearly stated and commonly accepted competencies that an "effective" practitioner should possess. This is beginning to change, with a push at the national level for effective program improvement models.

Best Practices in an ESOL Classroom

- Stop whatever you are doing to welcome new students to the class. They are usually frightened and need a smile from the teacher and other students. Introduce them to the class members and ask the class to introduce themselves to the new students.

- On the first day of class, ask, "What do you want to learn from this place?"

- Put the student's answers on large pieces of paper on the walls of the classroom for all to see.

- On the day the students accomplish their goals, they can put their name and date on these pieces of paper that are on the walls.

- Always make sure that reading, writing, listening, and speaking are addressed in each class session.

- The Beginning ESL Literacy (Level #1) students should begin their classes by studying lessons about a family. (Vocabulary words could be "mother," "baby," etc.)

- The teacher should always read orally before asking the student to read aloud. (The teacher should model the English language for the students and at all times speak only English.)

- If at all possible, add computer education to your ESOL program.

- Teach grammar and the alphabet in a meaningful context. (Use the alphabet song or student's name.)

- The ESOL classroom should be a safe haven for the students. They should not be afraid that the teacher or someone in authority might contact Immigration.

- Students should become immersed in the English language. If the teacher is doing all the talking and the students aren't using the language, something is wrong.

- Speak slowly with new students. They may be frightened, and you will need to reassure them.

- Do not assume that, because you are standing before them and you are speaking English, they will automatically understand you and learn English.

- Teaching ESOL is not like teaching high school English. Most of our students have already learned at least one language, and they understand how language is formed. **They need to learn English vocabulary, and they need to practice using it in a way that is meaningful to them.**

"Teaching English to adult internationals is a very special adventure. It is a journey for both the student and the teacher. It is exciting, slow, demanding, and uncertain; yet it is ambitious and maturing too."

—D.Lee Wilson, Tennessee ESOL Support Practitioner

- The overriding common goal of all adult ESOL learners is to make immediate use of their classroom learning.

- **They want to be able to communicate with English speakers and learn about the culture and customs of the United States.**

- **Enjoy your students.** Have fun in your classes. Sing, dance, and bring food into the classroom. Many of our students have very difficult, serious lives. Let's make their stay in our classrooms one where they will learn not only English but also will experience good feelings about their fellow classmates and teachers.

Information about administering the BEST ESOL test can be found in Appendix B.

YOU HAVE EARNED A CERTIFICATE THAT STATES THAT YOU HAVE COMPLETED THE TENNESSEE TEACHER TRAINING PROGRAM.

Welcome to a very special field where teachers love their work and students love to learn!

END OF DAY FOUR

Appendix A

Day One, Section 3
Answers for the ESOL Teacher Training Video

1. There is diversity in the students' culture, age, sex, level of education, ability to learn another language, and special needs. (On page 1 of the *Tennessee Adult ESOL Curriculum Resource Book*, you will find a statement and example of "diversity.")
2. The ESOL teacher
3. The teacher can make the ESOL students feel comfortable in their ESOL class by welcoming them to class, listening carefully to their needs, and giving them work where they can experience success and work that will meet their immediate needs. At the end of the class session, the teacher can ask them to return the next day. (Don't forget to smile!)
4. Vocabulary
5. No. (It does help, though, because it might give the teacher an idea of the difficulty of learning another language.)
6. Listening, speaking, reading, and writing.
7. Many ESOL students have been taught that it is rude to ask questions and believe they show respect to the teacher when they agree with her.
8. Most teachers believe that it is important to stop what they are doing, welcome the newcomers, and introduce them to the class. It is usually very difficult for new students to gather enough courage to come to class their first time and if they aren't recognized immediately, they may never come back.
9. *The Tennessee ESOL Curriculum Resource Book.*

Day Three (Answers—continued)

Exercise

NRS is an acronym for National Reporting System. The NRS is an outcome-based reporting system for federally funded adult education programs as required by Title II of the Workforce Investment Act. The goal of the NRS is to improve the accountability of adult education programs by documenting their ability to meet federal policy guidelines and goals. National reporting of results will be based on the aggregation of all states' aggregated data. However, each state's outcome data will be used to assess whether it is meeting its goals and requirements. Each state is also expected to look at each program's aggregated data in order to ensure that students' outcomes are met.

Page 5 in the *Tennessee Curriculum Resource Book's* shaded area

1. BEST and CASAS may be used as assessment instruments. (Information about administering the BEST can be found in Appendix B.)
2. The purpose of this curriculum book is to provide English language instruction for limited English proficient adults that will increase their ability to communicate in English.
3. It is not necessary for students to progress through this curriculum sequentially.

Table of Contents in the *Tennessee Curriculum Resource Book*

1. Pages 337 through 355.
2. These checklists can be used as a record-keeping system for a student's portfolio. A student's

portfolio is a collection of work that exhibits the student's work and shows progress over a period of time.

3. Page 332.
4. Students sometimes need certificates to take back to their country to show that they have been studying English. These certificates are also valued by all ESOL students as they are tangible evidence of the student's achievement.

Day Four

ESOL General Knowledge Pretest

1. The first or second day of class. This will insure that the accountability testing will be accurate.
2. No. It is important for the ESOL teacher's language to serve as a model of the English language and reading orally for the students will assist them in their pronunciation.
3. Yes. Students need practice speaking English and if the teacher does all the talking, this will not take place.
4. No. If a teacher translates everything, the student will wait for the translation and will usually learn more slowly than if he/she is immersed in the English language.
5. No. It is important for beginning level students to spend time "listening" to the English language.
6. Most people believe that it is helpful to have a textbook series that will progress from the beginning levels through the advanced levels. The teachers are free to use their own ideas and plans, but can always refer to the textbooks. (The students also love their textbooks.)
7. You should give the Long Form. The Short Form can only be used as a pretest or as a placement test.

Appendix B

BEST Test Information

- Administer the Oral BEST Long Form or Oral BEST Short Form as a pretest.
- If you administered the Short Form, convert it to Long Form Scores using the conversion table.
- Three months after administering the Oral BEST as a pretest, administer the Oral BEST, Long Form. If you use the Short Form for the posttest, you are giving an invalid test that does not give an accurate assessment of your student's progress.
- If your student advances 1 level, you may test again at your discretion.
- If your student does not advance one level, test again in 3 months.
- If your student tops out of the Oral BEST Long Form, administer the Literacy Test. You may also administer this test when you deem it to be appropriate.
- To determine if your student has gone up one level, you must then give another Literacy Test so that you can compare the two scores.
- If your student tops out of the second Literacy Test, you may then give the TABE M, Form 7 or 8.
- To determine if your student has gone up one level on the TABE, you must then give another TABE M to compare with the first TABE you gave the student.
- If your student scores 6.0 or above on the reading test of the TABE, he/she is ready to be moved into the ESOL Transition Class.

It is important to remember that you must compare the same tests to measure student achievement (We can't compare apples to oranges.). If you use the TABE for one test to measure progress, you must use the TABE for the posttest.

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